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ABSTRACT

This study identified concerns of teachers in Taiwan and contrasted concerns of these teachers with the 56 concerns which comprise the Teacher Concerns Checklist (TCC), Form B, developed in the United States. A total of 294 teachers (155 preservice teachers and 139 inservice teachers) completed a Chinese version of the Survey of Teacher Concerns. The survey asked for demographic information, provided a definition of teacher concerns, then asked what issues concerned them about becoming or being a teacher. Respondents listed their concerns according to level of concern. Data analysis indicated that there were a total of 149 areas of concern. Preservice and inservice teachers generated similar statements of concern in 53 areas, differing considerably in level of concern in six of the areas. Both groups were concerned about 18 areas not included in the TCC, mainly related to traditional Chinese culture, educational reform, personal welfare of teachers, and the contemporary societal environment in Taiwan. Teachers in Taiwan expressed concern about 18 areas contained in the TCC. Overall, teachers were highly concerned about too many instructional duties; students' morals and behaviors; students' academic grades; students' safety; having proper and enough instructional equipment; instructional materials not being appropriate; students' attitude toward learning; communication with parents; and having opportunities for inservice training and/or advanced study. The survey of teacher concerns and areas of concern identified by teachers are appended. (Contains 23 references.) (SM)

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An Inquiry into Teacher Concerns in Taiwan

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Abstract

The purposes of this inquiry were to: (a) identify concerns of teachers in Taiwan, and (b) contrast concerns of teachers in Taiwan with the 56 concerns which comprise the Teacher Concerns Checklist, Form B (TCC), developed in the USA.

A total of 294 teachers (155 preservice teachers and 139 inservice teachers) residing in central Taiwan volunteered to participate in the inquiry. Preservice teachers (female = 92, male = 63) included sophomore, junior, and senior students attending a teachers college; inservice teachers (female = 103, male = 36) included teachers with one or more years of teaching experience, representing four school systems.

Data were collected by administering a Chinese version of the Survey of Teacher Concerns (STC). Respondents were instructed to complete the STC without discussion or interaction with other respondents. The first page of the STC requested demographic information and provided a definition of teacher concerns. The second page of the STC asked the question, "At this point in time, what things concern you about becoming a teacher?" (for praservice teachers) or "At this point in time, what things concern you about being a teacher?" (for inservice teachers); in the space provided, respondents listed their concerns, according to level of concern, under the headings of "little concern," "moderate concern," "a lot of concern," and "most concern."

Qualitative procedures were used to analyze the data. A total of 149 concern areas (75 by inservice teachers and 74 by preservice teachers) were identified. Preservice and inservice teachers generated similar statements of concern in 53 areas, differing considerably in level of concern on six of the areas. Both groups were concerned about 18 areas not included in the TCC; these areas appear to be related to traditional Chinese culture, educational reform, personal welfare of teachers, and the contemporary societal environment in Taiwan. Teachers in Taiwan expressed concern about 18 areas contained in the TCC.

An Inquiry into Teacher Concerns in Taiwan

Fuller (1969) drew attention to teacher concerns by formally studying the concerns of preservice and inservice teachers, beginning during the late 1960s and continuing through the 1970s in collaborative studies with her colleagues. Fuller postulated that teaching concerns reflect predictable developmental stages emerging throughout one's teaching career. Fuller labeled the developmental stages as: concern about self, concern about the task of teaching, and concern about the impact that teaching has on students' learning. According to Fuller (1969), preservice teachers and neophyte inservice teachers tend to be preoccupied with self concerns rather than with impact concerns. After gaining some teaching experience, teachers become more concerned about their abilities to manage the tasks of teaching. As self concerns and task concerns are resolved, teachers' concerns about their impact on the learning process begin to receive more focus.

Initially, Fuller and her colleagues identified teacher concerns by using an open-ended, free response questionnaire, the Teacher Concerns Statement (TCS), which asked preservice and inservice teachers to respond to the question: " When you think about your teaching, what are you concerned about?" Responses to this question were analyzed by placing teachers' statements of concern into categories representing concerns about: (a) role orientations, (b) self adequacy as a teacher, (c) whether the teacher is liked by his/her pupils and what his/her pupils are like, (d) whether pupils are learning what is taught, (e) whether the individual learning needs of pupils are being met, (f) improvement of the educational system, and (g) concerns unrelated to teaching (Fuller & Case, 1969; Fuller and Case, 1972; Fuller & Parsons, 1972; Fuller, Parsons, & Watkins, 1974). Results of the analyses suggested that the teacher concerns continuum is represented by two poles, a self-benefit pole and a pupil-benefit pole.

Because both coder stability and inter-rater reliability were problems associated with use of the TCS, Fuller and her colleagues developed the 56-item Teacher Concerns Checklist, Form B, referred to herein as the TCC, (Parsons & Fuller, 1974; Fuller, Parsons, & Watkins, 1974;

George, Borich, & Fuller, 1974); items on the TCC represented statements of concern growing out of the categories used to score the TCS. Respondents to the TCC indicated level of concern about each item by responding to a five-point Likert scale ranging from 1 (not concerned) to 5 (extremely concerned). Eventually, based on the results of a factor analysis of the TCC, George (1978) constructed a 15-item Teacher Concerns Questionnaire (TCQ) by selecting five items from each of the first three factors: self, task, and impact.

Fuller's (1969) seminal work in the area of teacher concerns has provided the impetus for numerous investigations into the nature and assessment of teaching concerns and the relationship between teaching experience and developmental stages of teaching concerns (Adams, 1982; Cohen, 1983; George, 1978; Kazelskis & Reeves, 1987; Kazelskis, Reeves & Kersh, 1991; Reeves & Kazelskis, 1985; Schipull, 1990). Some studies have provided partial support for Fuller's developmental model of teacher concerns, with results indicating that self concerns of preservice and beginning teachers are higher than those of experienced inservice teachers (Adams, 1982; Adams, Hutchinson, & Martray, 1980; Adams & Martray, 1981; Kazelskis & Reeves, 1987; Maxie, 1989; Reeves & Kazelskis, 1985) and that inservice teachers' task concerns are higher than their self concerns (George, 1978; Kazelskis & Reeves, 1987). But, contrary to Fuller's developmental model, some of these studies have found that impact concerns of beginning teachers are higher than their self concerns (Adams, 1982; Adams, Hutchinson, & Martray, 1980; Cohen, 1983; George, 1978; Kazelskis & Reeves, 1987; Reeves & Kazelskis, 1985).

Maxie (1989) conducted a qualitative study over a twenty-two week period, involving eight student teachers, eleven cooperating teachers, and a college supervisor, to determine the concerns of student teachers and to elucidate the relationship between the student teaching experience and changes in concerns of student teachers. Self-adequacy concerns (related to language ability, content knowledge, and instructional skills) and survival concerns (including classroom management, discipline, and motivation) were found to be initial concerns of student

teachers. Maxie stated that student teachers assumed that student teaching involves being able to put into practice what has been learned in the teacher preparation program, but as indicated by their survival concerns they soon realized that they were not prepared. His analyses of the student teachers' journals, student interviews, and classroom observations indicated that while student teachers' concerns did not shift during the student teaching period, concerns did decrease in intensity within each student teaching quarter.

Smith and Sanche (1993) obtained responses from 228 education interns, using an open-ended form to solicit individual concerns and an adapted form of the TCC (which included 39 of the original 56 items), to determine if individually expressed concerns corresponded with items in the adapted form of the TCC. They found that individually expressed concerns of the interns and responses on the adapted form of the TCC could be categorized into "survival," "task," and "pupil" domains but that, over time, the frequency of interns' concerns changed. For example, the survival concerns at the beginning of their internship had the highest frequency, but by the end of the internship pupil concerns had the highest frequency. While these findings offer some support for Fuller's hypothesis, the findings raise questions about Fuller's lockstep progression of concern development (i.e., "self" followed by "task" followed by "impact"), because the interns' concerns followed an overlapping pattern of development with some concerns remaining constant during the internship period. Also, Smith and Sanche reported that the interns' individually expressed (written) concerns were not completely consistent with items on the adapted form of the TCC. The interns identified one new survival/self concern, two new task concerns, and 10 out-of-school concerns which were not included on the adapted form of the TCC. The researchers stated that out-of-school concerns, related to personal and family relationships, may have considerable implications for teaching performance during the early phase of the internship period while job-related concerns may affect their performance during the later stages of the internship. Smith and Sanche stated that "out-of-school concerns provide some evidence that the theoretical model of three categories of concerns may not be

comprehensive" (Smith & Sanche, 1993, p.40).

While teacher concerns have been investigated by several researchers in the United States, little research in this area has been done with samples of teachers in Taiwan, the Republic of China (R.O.C.). No published studies of the concerns of preservice teachers in Taiwan have been located. Two studies of the concerns of inservice teachers have been conducted by two researchers, Lin (1986) and Lin (1995). In 1986, Lin explored the concerns of secondary school teachers after creating an adapted form of the TCC. He found that inservice secondary teachers had highest concern about self, moderate concern about impact, and lowest concern about teaching tasks regardless of their gender and educational background. Also, those teachers who had three to seven year of teaching experience had the highest concern about teaching tasks, but teaching task concerns descreased as age increased; also, teaching task concerns differed according to the subject area being taught.

In a recent study, Lin (1995) examined the concerns of elementary school teachers by designing an instrument which included items from the findings of research conducted by Fuller and George (see George, 1978), Adams and Martray (1981), and Lin (1986), and some invented items of her own related to campus and community. After two factor analyses, Lin included five factors in her 40-item instrument: concern about self, concern about discipline, concern about teaching tasks, concern about student learning and welfare, and concern about campus and community. Lin examined the strongest three items for each factor and found that some of the items were similar to concern items identified in studies by George (1978) and by Adams, Hutchinson, and Martray (1980). Lin did not examine the intensity of concern felt by the inservice teachers, so there was no way to know whether or not teachers' levels of concern differed across factors.

It may be that the inclusion of items from instruments which were constructed for use with teachers in the United States may not be appropriate for exploring the concerns of teachers in Taiwan. In addition, instruments such as the TCC and the TCQ were developed more than 20

years ago; changes during the past 20 years in the teacher's role as well as changes in society may have created concerns which are not on either of these instruments. For example, Reeves and King (1995) used an open-ended, free response procedure to explore preservice teachers' concerns; they found that 18 of the concerns identified by the preservice teachers were also included in the TCC but that 26 concern items were not included on the TCC. Also, 11 concern items included in the TCC were not among the concerns listed by the preservice teachers.

In Taiwan, there is not an instrument available, which has been developed through empirical investigation using samples of teachers in Taiwan, to reveal the concerns of teachers. Therefore, the development of an objective teacher concerns instrument is needed to identify the areas of teacher concern which may be present among today's teachers in Taiwan. Since teacher concerns may be the basis for development of anxieties, stress, problems, and job dissatisfaction (Reeves, Kazelskis, & Reed, 1988), identification of concerns is the initial step in designing programs, such as teacher education courses/field experiences and inservice training workshops, to address selected areas of concern. It was from this perspective that the present inquiry was designed. The main purpose of the inquiry was to identify concerns of teachers in Taiwan and to contrast their concerns with the 56 concern items which comprise the TCC.

Method

Participants and Setting

Participants included 155 preservice teachers and 139 inservice teachers in Taiwan. The sample of preservice teachers, which included 48 sophomore (19 male, 29 female), 57 junior (20 male, 37 female), and 50 senior (24 male, 26 female) students, was enrolled in a teachers college in the central region of Taiwan. Nine intact classes of preservice teachers were invited to complete the teacher concerns survey; participation was voluntary.

The sample of inservice teachers consisted of 59 first-year teachers (16 male, 43 female) and 80 experienced teachers (20 male, 60 female) who were employed in elementary schools from four geographic areas (school systems) located in the central region of Taiwan,

including Taichung City, Taichung County, Nantao County, and Changhwa County. The teachers volunteered to participate in the survey after being invited to do so by fellow teachers who were enrolled in computer training offered by the teachers college and who had agreed to serve as key teachers to facilitate data collection. Taichung City, the third largest city in Taiwan, consists of both urban and suburban areas. The three counties consist of suburban and rural areas.

Instrumentation

A form titled Survey of Teacher Concerns (STC) was constructed to solicit concerns of preservice and inservice teachers (see Appendix A for English translation of the Chinese language version). The first page of the STC requested demographic information and included a definition of teacher concerns along with some examples of teacher concerns (as hints to help respondents think about their concerns). On the second page of the STC, respondents were asked to list their teacher concerns in the provided blank spaces, after considering the question at the top of the page. The question posed to preservice teachers was: "At this point in time, what things concern you about becoming a teacher?" The question posed to inservice teachers was: "At this point in time, what things concern you about being a teacher?" The survey form required that respondents list their concerns according to the designated level (degree) of concern felt: little concern, moderate concern, a lot of concern, and most concern. Under each designated level (degree) of concern, the following sentence stem was provided: "When I think about my role as a teacher, I am concerned about . . ."

Procedures

Packets of data collection materials, containing a cover letter (which explained the purpose of the inquiry, the subject's right to refuse to participate, and assurance that data would be held in strict professional confidence) and a copy of the Survey of Teacher Concerns (STC), were distributed to the teachers college and selected elementary schools. The cover letter and the STC were written in the Chinese language. The distribution of these materials was made by a previously identified key teacher in each school who had agreed to administer the STC.

The STC was completed by preservice teachers during their classes, and inservice teachers responded to the STC at their respective school sites. There was no time limit imposed for completion of the STC, but the average time for completion was 15-20 minutes. In order to assure that the respondents were not influenced by others, they were asked to complete the survey without discussion or interaction with other respondents. Respondents were reminded that their names should not be written on any of the materials so that anonymity would be insured.

Analysis

Qualitative research procedures were used to analyze the data. The first step involved listing all statements of concern and, as needed, constructing an appropriate single concern item to represent concern statements which were similar in nature. For example, three statements of concern about safety (i.e., "Students' safety when doing the science experiment," "Students' safety when they were in the school playground," and "Students' safety when on the way to or from school") resulted in construction of the following concern item: Students' safety at school and/or enroute to or from school. After listing all concern items, the frequency of occurrence of each item was tallied by level of concern. For example, an item might have been listed ten times as being at the "little concern" level, four times as being at the "moderate concern" level, seven times as being at the "a lot of concern" level, and three times as being at the "most concern" level. After the frequency of occurrence by level of concern had been tallied for all concern items, a weighted total score for each item was calculated by multiplying the frequency of occurrence by the numerical value that had been assigned to each level of concern (i.e., little concern = 1, moderate concern = 2, a lot of concern = 3, and most concern = 4). Using the example mentioned above, the weighted score for the item would be 51. After calculating the weighted scores, the concern items were translated into English, and the researchers examined the items to determine whether redundancies existed. As the final step, comparisons were made between the groups of concern items that had been generated by the preservice and

inservice teachers to determine differences and similarities between the concerns identified by the two groups. Also, the concerns of the preservice and inservice teachers in Tiawan, collectively, were compared to concern items which compose the TCC.

Results

A total of 149 concern items (inservice teachers = 75, preservice teachers = 74) were generated. Frequencies of occurrence of concern statements generated by preservice and inservice teachers, as separate groups, are shown in Tables 1 and 2.

Similarities in concerns generated by preservice and inservice teachers. Comparisons of the concern statements generated by the preservice and inservice teachers indicated that both groups expressed similar concerns related to 53 areas (see Appendix B), but the focus of their concern differed in three of the 53 areas (i.e., "personal health," "inappropriate instructional materials," and "how others view my teaching"). For example, both groups indicated concern about personal health, but the inservice teachers were concerned about the "Impact on teaching of personal health," while the preservice teachers were concerned about the "Impact of teaching workload on personal health and family life." Regarding concern about "inappropriate instructional materials," inservice teachers were more specific about the kinds of instructional materials than were preservice teachers. Regarding concern about "how others view my teaching," inservice teachers were concerned about the views of colleagues and authority figures, while preservice teachers were concerned about views held by students, colleagues, parents, and authority figures.

Differences in level (degree) of concern expressed by preservice and inservice teachers on items of concern. While both inservice and preservice teachers identified some similar concerns related to several areas, considerable differences in level (degree) of concern were noted for six items of concern as indicated by the weighted total scores associated with the items (see Table 3); on these items, the preservice teachers indicated greater concern than did the inservice teachers.

Differences in concerns generated by preservice and inservice teachers. Comparisons of the concern statements generated by the preservice and inservice teachers indicated that each group identified some concerns which were not expressed by the other group. At least nine items of concern were identified by inservice teachers but were not identified as concerns of preservice teachers, and 16 items of concern were generated by preservice teachers but were not identified as concerns of inservice teachers (see Appendix C).

The items of greatest concern to inservice and preservice teachers. Based on weighted total scores for each item, 13 concerns for each of the teacher groups were identified as being of greatest concern (see Appendix D).

Comparison of Concerns of Preservice and Inservice Teachers in Taiwan with Concerns which Compose the TCC. Teachers in Taiwan generated 18 items of concern, the essence of which are represented also in the TCC. The 18 items related to the following concern areas: lack of instructional materials; too many noninstructional duties; too many students; maintaining class control/student discipline; lack of respect of some students; teaching content well; whether students like me or not; rapid change of curriculum; understanding the principal's policies/management style; being fair; the needs of different students/teaching the wide range of learning abilities among students; understanding the philosophy of the school; students' health problems; the psychological climate of the school; absences of students; academic freedom; my ability to present material; and my proficiency in subject matter areas.

Some of the concern items included in the TCC did not appear among the concerns generated by preservice and inservice teachers in Taiwan, such as: being accepted and respected by professional persons; standards and regulations set for teachers; being too personally involved with students; being asked personal questions by students; and, helping students to value learning.

Preservice and inservice teachers in Taiwan identified 18 items of concern which are not included in the TCC. The 18 items of concern were: communication with parents; students'

safety; students' manners and personal hygiene; students' participation in too many school-assigned activities/competitions; pressure resulting from students' academic grades; students' morals and behaviors; students' life outside of the school; competition among classes in the areas of cleanliness and discipline; cleanliness of classroom and school; interpersonal relationship among students within the classroom; having opportunities for inservice training and/or advanced study; the noise and dirty environment around school; understanding students' personality, interests, aptitudes, and emotion; parents' opinions about my teaching; ongoing changes in educational legislation; educational reform trends; teachers' salaries; and, teacher's rights, benefits, employment problems.

Discussion

The results of the inquiry indicate that both preservice and inservice teachers in Taiwan are highly concerned about nine areas: Too many noninstructional duties; Students' morals and behaviors; Students' academic grades; Students' safety at school and/or enroute to or from school; Having proper and enough instructional equipment; Instructional materials are not appropriate in depth, amount, or content; Students' attitude toward learning; Communication with parents; and, Having opportunities for inservice training and/or advanced study.

The concerns held in common among preservice and inservice teachers (i.e., concerns about students' morals and behaviors, students' academic grades, students' attitudes toward learning, and communication with parents) reflect the collective consciousness of traditional Chinese culture which places emphasis on academic achievement, morals, and interpersonal relationships. Concern about students' safety reveals the worries of preservice and inservice teachers about the unsafe societal environment in Taiwan which has developed in recent years. Concern about inservice training and/or advanced study emanates from teachers' desires for higher pay and for improvement in professional status.

The inservice teachers indicated much higher concern about students' manners and personal hygiene and about parents' cooperation in their child's learning than did preservice

teachers. The inservice teachers also indicated a high level of concern about relationships between parents and children, students' participation in too many school-assigned activities and competitions inside/outside the school, students' from single-parent families or problem families, pressure resulting from students' academic grades, rapid change in curriculum and/or textbooks, students' oral communication abilities, parents' influence on instruction, space for students' activities, and dealing with problem parents. These concerns of inservice teachers, which likely emanate from classroom experiences, reflect an understanding of the societal conditions which contribute to many of the problems that teachers may encounter daily in their classrooms.

The preservice teachers indicated much higher concern about teachers' salaries than did inservice teachers. In addition, preservice teachers' levels of concern were higher than those of inservice teachers in areas related to teacher promotion, teaching competency, the management style of administrators, using teaching styles and methods that differ from other teachers, and being liked by students. It appears that preservice teachers may focus more on concerns related to "self" (e.g., personal benefits, the opinions of others, personal fears, etc.) than do inservice teachers. It was interesting to note, however, that preservice teachers are also very concerned about understanding pupils and about pupils' welfare. These findings suggest that teacher education programs need to provide more experiences designed to enhance preservice teachers' self-perceptions of their teaching competencies.

It was interesting to find that 18 of the concerns listed by preservice and inservice teachers in this inquiry are also items included in the TCC. There were, however, 18 concern areas identified by preservice and inservice teachers which are not included in the TCC; eleven of these concerns (i.e., communication with parents, students' manners and personal hygiene, students' participation in too many school-assigned activities/competitions, pressure resulting from students' academic grades, students' morals and behaviors, students' life outside of the school, competition among classes in the areas of cleanliness and discipline, cleanliness of classroom and school, interpersonal relationship among students within the classroom,

understanding students' personality, interests, aptitudes, and emotion, and parents' opinions about my teaching) reflect Chinese cultural characteristics related to the importance of manners, cleanliness, competition, and personal image. Concerns about ongoing changes in educational legislation and educational reform trends reflect teachers' worries about the possible impact of educational reform on their teaching. Concerns about students' safety and the noisy, dirty environment around school reflect teachers' worries about the impact of the unsafe and unhealthy environment on students in Taiwan. Concerns about having opportunities for inservice training and/or advanced study, about teachers' salaries, and about benefits, promotion, employment, and retirement appear to be "self" concerns related to the personal welfare of teachers.

Since wording for concern items included in the TCC sometimes differed from wording generated by preservice and inservice teachers in Taiwan, it was difficult to determine precisely which items on the TCC were not found in the present study. It appears, however, that at least five concern areas on the TCC were not identified as concern areas by preservice and inservice teachers in Taiwan; cultural factors and governmental policies may explain why these concern items were not generated by the two groups of teachers. For example, Taiwan teachers are not concerned about being accepted and respected because they hold a high social status; in Taiwan, standards and regulations for teachers are set by the government; personal privacy is not highly valued in Chinese culture; and, academic learning is highly valued so preservice and inservice teachers would not be concerned about this.

The present inquiry indicates that the concerns of preservice and inservice teachers in Taiwan partially reflect Fuller's developmental model of teacher concerns. In general, preservice teachers placed statements reflective of "self" concerns at a higher concern level than did inservice teachers. However, in contrast to Fuller's developmental model, both preservice and inservice teachers in this inquiry expressed high levels of concern about areas that "impact" students' learning as well as about areas related to the "task" of teaching. The findings of this

inquiry provide some evidence that teacher concerns in Taiwan represent more dimensions than the three categories of concern (self, task, and impact) on which Fuller (1969) based her theoretical developmental model of teacher concerns. The findings of the inquiry, point out that while there may be some items of concern wnich are generic to the teaching profession across cultures, there may be concerns which are culture specific. More research is needed, particularly cross-cultural studies, to sort out fully which concerns are international in scope and which concerns may emanate from cultural values, conditions, and/or specific school settings.

Also, the findings of this inquiry point out the range of teacher concerns held by today's teachers. While self, task, and impact concerns were included among the kinds of concerns expressed by the preservice and inservce teachers involved in this inquiry, several concerns identified in this inquiry may be linked to problems in society but also have direct bearing on student behavior and performance in the classroom. This finding is consistent with the results of studies by Smith and Sanche (1993) and by Reeves and King (1994), both of which revealed some concerns which were not directly related to teaching but which affect teachers' abilities to do their job well. While teacher education programs and inservice teacher workshops may be able to address many of the concerns held by preservice and inservice teachers, teacher concerns that reflect societal problems must be addressed by the community as a whole through collaborative efforts involving personnel from all educational institutions, parents and family members, and community groups and agencies. Accurate assessment of teachers' concerns and commitments of whole communities to the resolution of specific concerns are challenges that must be met in order to provide the best possible education for students.

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Table 1

Frequency of Occurrence of Inservice Teachers' Concerns

Concern Statement	Concern Level				
	Little	Moderate	A lot	Most	Total*
Too many noninstructional duties	22	22	23	16	83 (199)
Students' morals and behaviors	0	4	10	35	49 (178)
Students' manners and personal hygiene	4	5	22	20	51 (160)
Students' safety at school and/or enroute to or from school	3	7	14	25	49 (159)
Students' academic grades	1	15	19	22	57 (157)
Instructional materials (textbooks, workbooks, etc.) are not appropriate in depth, amount,or content	8	9	16	15	48 (134)
Having proper and enough instructional equipment	5	16	26	11	58 (129)
Students' attitude toward learning	1	3	23	12	39 (124)
Students' completion of homework	1	3	27	8	39 (120)
Communication with parents	5	10	18	10	43 (119)
Parents' cooperation in child's learning	1	9	8	10	28 (83)
Students' mental and/or physical health	4	8	5	10	27 (75)
Having opportunities for inservice training and/or advanced study	2	9	6	9	26 (74)
Too many students in the class	7	8	10	5	30 (73)
Student discipline	1	3	12	7	23 (71)
Whether my instructional methods are effective	1	1	8	11	21 (71)
Whether students grasp my instruction	0	2	9	8	19 (63)
Teaching the wide range of learning abilities among students	3	6	12	2	23 (59)
Relationship between parents and child(ren)	2	6	8	5	21 (58)

Interpersonal relationships among colleagues	6	11	6	2	25 (54)
Dealing with students' misbehaviors	0	2	4	9	15 (52)
Inadequate school facilities and/or instructional support (e.g., library books, computers, etc.)	3	13	2	3	21 (47)
Student participation in too many school-assigned activities, including competitions outside school	5	5	4	4	18 (43)
Competition among classes in the areas of cleanliness and discipline	4	5	7	2	18 (43)
Relationship between teacher and students	0	3	5	5	13 (41)
How to increase students' interest in learning	0	1	6	5	12 (40)
Teachers' rights, responsibilities, and employment problems	3	3	2	6	14 (39)
Classroom management	0	0	5	5	10 (35)
Students' life outside of the school (e.g., home life, peer groups, extra classes, etc.)	9	1	1	5	16 (34)
Instructional schedule	3	2	3	4	12 (34)
Cleanliness of classroom and school	3	8	5	0	16 (34)
The noise and dirty environment around school	3	4	2	4	13 (33)
Students from single-parent families or problem families	0	1	6	3	10 (32)
Creating an appropriate learning environment	5	8	2	1	16 (31)
Whether I can support school administrative decisions	1	7	4	1	13 (31)
Students' family backgrounds	13	6	0	1	20 (29)
How the principal, directors, and colleagues view my teaching abilities	3	5	1	2	11 (24)
Educational reform trends	0	3	2	3	8 (24)
Teachers' benefits and retirement program	4	5	0	2	11 (22)
Whether instructional content related to living	0	1	2	3	6 (22)
The management style (philosophy) of administrators	2	0	4	2	8 (22)

Having thorough subject matter knowledge in some areas	0	1	3	3	7 (22)
Lack of extensive instructional materials (i.e., beyond the textbooks)	1	3	3	1	8 (20)
Pressures resulting from students' academic grades	0	2	2	2	6 (18)
Impact on teaching of personal, family, and/or colleagues' health	1	1	2	2	6 (17)
Students' absences or dropping out of school	0	0	3	2	5 (17)
Students' oral communication abilities	1	0	1	3	5 (16)
Preparing for instruction	1	1	3	1	6 (16)
Rapid change in curriculum and/or textbooks	0	4	1	1	6 (15)
Possible impact of political issues on education	4	0	1	2	7 (15)
Teaching too many hours every week	2	1	2	1	6 (14)
Parents' influence on instruction	2	1	2	1	6 (14)
Feeling pressure from students' performance in interschool competitions	0	0	0	3	3 (12)
Whether the students like me or not	0	0	1	2	3 (11)
Using appropriate punishment for students	0	2	1	1	4 (11)
Future of students	0	2	1	1	4 (11)
Being respected by society	0	0	2	1	3 (10)
Problems or needs of special students	0	0	2	1	3 (10)
Using teaching styles and methods that differ from other teachers	0	0	2	1	3 (10)
Dealing with "problem" students	0	1	2	0	3 (8)
Degree of freedom in instruction	0	0	0	2	2 (8)
Students' uniforms, clothing, and hair styles	7	0	0	0	7 (7)
Lack of respect of some students	0	0	1	1	2 (7)
Lack of sex education	0	2	1	0	3 (7)
Teacher promotion	2	0	0	1	3 (6)
Dealing with problem parents	0	1	0	1	2 (6)
Negative impact from TV or other media	0	1	0	1	2 (6)
My teaching competence	0	1	0	2	3 (6)

Space for student activities	2	2	0	0	4	(6)
Teachers' salaries	0	1	1	0	2	(5)
Helping students acquire proper values and attitudes	1	0	0	1	2	(5)
Being a good role model	0	0	0	1	1	(4)
Operation of Parent Association (i.e., PTA)	1	1	0	0	2	(3)
Relationship between school, teacher, and community	1	1	0	0	2	(3)

*Total = total frequency count followed by total weighted score in parentheses

Table 2

Frequency of Occurrence of Preservice Teachers' Concerns

Concern Statement	Concern Level				
	Little	Moderate	A lot	Most	Total*
Students' academic grades	14	36	26	24	100 (260)
Having proper instructional materials	9	22	31	27	89 (254)
Communication with parents	1	11	34	28	74 (237)
Students' morals and behaviors	1	14	19	36	70 (230)
Too many noninstructional duties	21	23	27	17	88 (216)
Teachers' salaries	15	27	17	20	79 (200)
Interpersonal relationships between teacher and students	0	7	12	33	52 (182)
Students' family backgrounds and living environment	26	25	21	10	82 (179)
Students' attitude toward learning	1	6	20	25	52 (173)
Inadequate school facilities and/or instructional support (e.g., library books, computers, etc.)	8	17	27	7	59 (172)
Understanding students' personality, interests, aptitudes, and emotion	3	10	19	20	52 (160)
Students' safety at school and/or enroute to or from school	2	8	14	25	49 (160)
Teaching the wide range of learning abilities among students	7	5	24	15	51 (149)
Having opportunities for inservice training and/or advanced study	3	8	26	23	60 (149)
Interpersonal relationship among students within the classroom	4	16	18	12	50 (138)
Students' mental and/or physical health	7	12	12	12	43 (115)

Whether my instructional methods are effective	1	5	10	18	34	(113)
Whether students accept my teaching style	0	4	8	20	32	(112)
Having proper and enough instructional equipment	6	10	20	5	41	(106)
Interpersonal relationships among colleagues	1	14	11	11	37	(106)
Too many students in the class	15	14	13	5	47	(102)
My teaching competence	5	5	9	14	33	(98)
Parents' cooperation in child's learning	1	6	13	11	31	(96)
Parents' opinions about my teaching	3	8	9	12	32	(94)
Teachers' rights, responsibilities, benefits, and employment problems	9	8	6	12	35	(91)
Students' life outside of school (e.g., home life, peer groups, extra classes, etc.)	15	12	10	5	42	(89)
Whether students grasp my instruction	0	5	7	14	26	(87)
Whether students are on task during instruction	0	5	7	14	26	(87)
Communication with principals and directors	8	7	8	10	33	(86)
Classroom management	0	3	10	11	24	(80)
How to increase students' interest in learning	0	3	13	7	23	(73)
Students' manners and personal hygiene	3	15	8	3	29	(69)
Psychological/emotional atmosphere of class	0	2	7	10	19	(65)
Impact of teaching workload on personal health and family life	5	2	8	8	23	(65)
Student discipline	3	5	6	7	21	(59)
Cleanliness of classroom and school	4	14	5	3	26	(59)
Students' development in diverse areas	2	2	8	7	19	(58)
The operation of Teacher Evaluation Council (i.e., annual evaluation team)	0	1	4	11	16	(58)
Creating an appropriate learning environment	6	4	8	5	23	(58)
Dealing with students' misbehaviors	1	2	8	7	18	(57)
The management style (philosophy) of administrators	2	6	7	5	20	(55)
Teacher promotion	3	6	6	5	20	(53)
Students completion of homework	1	5	11	2	19	(52)

Whether students like me or not	1	4	5	7	17	(52)
The areas that school emphasizes	5	8	6	3	22	(51)
Geographical location of school	22	8	3	1	34	(51)
Instructional schedule	5	5	4	5	19	(47)
The noisy, dirty, and unsafe environment around school	7	5	8	1	21	(45)
Ongoing changes in educational legislation	4	6	2	5	17	(42)
Feeling adequate as a teacher	1	4	4	4	13	(37)
How the principal, directors, and colleagues view my teaching abilities	1	5	3	4	13	(36)
Worry about having special students in the class	0	1	4	5	10	(34)
Psychological/emotional atmosphere of school	3	7	2	2	14	(31)
Preparing for instruction	0	3	6	1	10	(28)
Students' performance in school activities and competitions	4	9	2	0	15	(28)
The nutrition and hygiene of school lunches	5	8	2	0	15	(27)
Having enough subject matter knowledge in some areas	0	2	2	4	8	(26)
Being fair to students	0	2	6	1	9	(26)
Students' absences	0	3	2	3	8	(24)
Other teachers' teaching styles and methods	2	4	3	1	10	(23)
Using appropriate punishment for students	1	3	4	1	9	(23)
Relationship between school and community	5	6	0	0	11	(17)
Future of students	0	1	1	3	5	(17)
Educational reform trends	0	1	2	2	5	(16)
Degree of freedom in instruction	0	0	0	4	4	(16)
Teaching too many hours every week	3	1	2	1	7	(15)
Students' uniforms, clothing, and hair styles	5	4	0	0	9	(13)
Whether school budget is enough	2	2	2	0	6	(12)
Whether I am a good teacher in parents' eyes	0	0	0	3	3	(12)
Dealing with "problem" students	2	1	1	1	5	(11)
Being respected by society	0	2	2	0	4	(10)
Competition between classes in the areas of cleanliness and discipline	1	4	0	0	5	(9)

Lack of sex education	0	0	1	1	2	(7)
Whether I can support administrative assignments	1	2	0	0	3	(5)

*Total = total frequency count followed by total weighted score in parentheses

Table 3

Comparison of Inservice and Preservice Teachers' Weighted Total Scores on Six Concerns

Concern item	Inservice Teachers	PreserviceTeachers
Teacher salaries	5	200
Teacher promotion	6	53
My teaching competency	10	98
The management style of administrators	22	55
Using teaching styles and methods that differ from other teachers	10	23
Whether students like me or not	11	52

Appendix A

Survey of Teacher Concerns

Please check applicable items below.

Gender: _____ Male _____ Female

Student: _____ Sophomore _____ Junior _____ Senior

Teacher: _____ First-year teacher _____ At least one- year experience teacher

Directions:

Teacher concerns are some things which a teacher thinks about frequently and would like to personally do something about, in order to reduce anxiety about these things. Your teaching concerns probably represent things that cause you a little concern and things that cause you extreme concern. When you list your concerns on the next page , please list them under the heading that describes the level of concern you feel about each problem you list.

Some examples of possible teaching concerns are:

(a) being concerned about lack of appropriate instructional materials,

(b) being concerned about too many noninstructional duties,

(c) being concerned about working with too many students each day.

Classroom Teachers' Concerns

At this point in time, what things concern you about being a teacher?

In the space below, use single words, phrases, or sentences to list your concerns under each of the headings which indicate different levels of concern. List as many concerns as you have under each heading, making sure that a minimum of 2-3 concerns are listed under each heading.

I. Little Concern
When I think about my role as a teacher, I am concerned about . . .

II. Moderate Concern
When I think about my role as a teacher, I am concerned about . . .

III. A Lot of Concern
When I think about my role as a teacher, I am concerned about . . .

IV. Most Concern
When I think about my role as a teacher, I am concerned about . . .

College Students' Concerns

At this point in time, what things concern you about becoming a teacher?

In the space below, use single words, phrases, or sentences to list your concerns under each of the headings which indicate different levels of concern. List as many concerns as you have under each heading, making sure that a minimum of 2-3 concerns are listed under each heading.

I. Little Concern
When I think about my role as a teacher, I am concerned about . . .

II. Moderate Concern
When I think about my role as a teacher, I am concerned about . . .

III. A Lot of Concern
When I think about my role as a teacher, I am concerned about . . .

IV. Most Concern
When I think about my role as a teacher, I am concerned about . . .

Appendix B

Areas of Concern Identified by both Preservice and Inservice Teachers

-- having too many students in the class
-- too many noninstructional duties
-- inappropriate instructional materials
-- students' academic grades
-- the wide range of learning abilities
-- communication with parents
-- parents' cooperation in child's learning
-- students' safety
-- students' attitude toward learning
-- students' manners and personal hygiene
-- relationships among colleagues
-- teaching too many hours every week
-- effective instructional methods
-- classroom management
-- student discipline
-- having proper instructional equipment
-- teachers' rights/employment problems
-- school administrative decisions
-- teacher-student relationships
-- how others view my teaching
-- educational reform trends
-- lack of sex education
-- dealing with "problem" students
-- future of students
-- preparing for instruction
-- students' completion of homework
-- using appropriate student punishment
-- instructional schedule
-- relationships among students
-- students' mental and/or physical health
-- adequacy of facilities/instructional support
-- students' family backgrounds
-- cleanliness of classroom and school
-- competition among classes
-- increasing students' interests in learning
-- creating appropriate learning environment
-- noisy and dirty environment around school
-- dealing with students' misbehaviors
-- opportunities for inservice training/study
-- personal health
-- teacher salaries
-- teacher promotion
-- my teaching competency
-- the management style of administrators
-- personal teaching style/method that differs
-- sufficient subject matter knowledge
-- whether students like me or not
-- degree of freedom in instruction
-- students' morals and behaviors
-- being respected by society
-- whether students' grasp my instruction
-- students' uniforms, clothing, hair styles
-- students' life outside of school

Appendix C

Items of Concern Generated by Inservice Teachers but not by Preservice Teachers*

- Relationships between parents and child/children (58)
- Students' participation in too many school-assigned activities, including competitions outside the school (43)
- Students' from single-parent families or problem families (32)
- Pressure resulting from students' academic grades (18)
- Rapid change in curriculum and/or textbooks (15)
- Students' oral communication abilities (15)
- Parents' influence on instruction (14)
- Space for students' activities (6)
- Dealing with problem parents (6)

Items of Concern Generated by Preservice Teachers but not by Inservice Teachers*

- Understanding students' personalities, interests, aptitudes, and emotions (160)
- Whether students accept my teaching style (112)
- Parents' opinions about my teaching (94)
- Communication with principals and directors (86)
- Psychological/emotional atmosphere of class (65)
- Students' development in diverse areas (58)
- The operation of the Teacher Evaluation Council (58)
- The areas that school emphasizes (51)
- Geographical location of school (51)
- Ongoing change in educational legislation (42)
- Feeling adequate as a teacher (37)
- Psychological/emotional atmosphere of school (31)
- The nutrition and hygiene of school lunches (27)
- Being fair to students (26)
- Whether school budget is enough (12)
- Whether I am a good teacher in the parents' eyes (12)

*The weighted total score for the item is shown in parentheses.

Appendix D

13 Items of Greatest Concern to Inservice Teachers (Rank Ordered from Highest to Lowest)

1. Too many noninstructional duties
2. Students' morals and behaviors
3. Students' academic grades
4. Students' manners and personal hygiene
5. Students' safety at school and/or enroute to or from school
6. Having proper and enough instructional equipment
7. Instructional materials (textbooks, workbook, etc.) are not appropriate in depth, amount, or content
8. Students' attitude toward learning
9. Students' completion of homework
10. Communication with parents
11. Parents' cooperation in child's learning
12. Students' mental and/or physical health
13. Having opportunities for inservice training and/or advanced study

13 Items of Greatest Concern to Preservice Teachers (Rank Ordered from Highest to Lowest)

1. Students' academic grades
2. Having proper instructional materials
3. Communication with parents
4. Students' morals and behaviors
5. Too many noninstructional duties
6. Teachers' salaries
7. Having opportunities for inservice training and/or advanced study
8. Interpersonal relationships between teacher and students
9. Students' family backgrounds and living environment
10. Students' attitude toward learning
11. Inadequate school facilities and/or instructional support
12. Students' safety at school and/or enroute to or from school
13. Understanding students' personality, interests, aptitude, and emotion